



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

A History of Education during the Middle Ages and the Transition to Modern Times. By FRANK PIERREPONT GRAVES. New York: Macmillan, 1910. Pp. xvi+328. \$1.10 net.

Clear and concise, Professor Graves's work merits praise as an excellent piece of textbook writing. The need for such a book has been keenly felt by the teacher of educational history. So much has been added to our knowledge of this subject, so greatly has the point of view changed in regard to it, that the general works of eight or ten years ago are of little value as textbooks, and yet nothing adequate has been produced to take their place. In increasing the knowledge of educational history and in presenting a new point of view no work has proved more valuable than Monroe's epoch-making *Text-book in the History of Education*, but Monroe's book is better suited to the advanced student than to the undergraduate of the university or the normal school. Mr. Graves's history, then, taken in conjunction with his book on the period preceding the Middle Ages, meets a distinct need: it furnishes a good, clear guide for the general student of this subject.

In order to present clearly the evolution of education, a well-constructed historical background is essential, nor can the writer assume the existence of such a background in the mind of the student. As Mr. Graves says in his preface, "a life-line of general history is sadly needed by the average student of education." In the second part of his book Mr. Graves has successfully related the great transitional movements at the opening of the modern era with educational theory and educational practice. The causes for the growth of the Renaissance spirit, the causes of the Reformation, the general effects of the resultant ideals upon educational thought, and the crystallization of these ideals in educational practice have been well traced out and related to one another. So, too, the growth of modern science and philosophy and the effects of this growth upon education have received adequate treatment. Professor Graves has not been so successful, however, in relating political events and economic development with educational progress. The rise of modern states should have received greater attention, particularly because of the gradual assumption of educational responsibilities by the state. The aggrandizement of France and the development of the court of Louis XIV merit a more complete treatment because of their effects upon the education of the nobility of Europe. The growth of cities and the rise of "modern poverty" are equally important in their effects upon the education of the masses.

The first part of the book, dealing with education in the Middle Ages, is not so well done as the latter part. The author's fundamental idea in his treatment of this period is well brought out in the first few pages of the book—the education of the barbarian up to a point where he can carry on the civilization of the world—but the influences contributing to this evolutionary process are not well related. Too little attention is paid to the all-power-

ful part played by the mediaeval church; the great influence of the Crusades upon the education of the Western European does not seem to be appreciated. In fact the whole book, but particularly the part dealing with the Middle Ages, is lacking in historical perspective. Yet it is far better than most of the existing textbooks in this respect.

The book does not contain much new material, but that is scarcely to be expected in a textbook. The great strength of the author lies in his power of synthesis, and his frequent summaries add to the clearness of the work. The last three or four pages contain an admirable summary, in which the author's thesis that the educational process is to be viewed from the standpoint of individualism is well brought out. One must admire the presentation whether one accepts the writer's view or not. In spite of minor faults, it must be said that no more serviceable textbook in this subject has yet appeared for the use of the college undergraduate and the normal-school student.

JONATHAN F. SCOTT

THE SCHOOL OF EDUCATION
THE UNIVERSITY OF CHICAGO

Das höhere Lehramt in Deutschland und Oesterreich. Ein Beitrag zur vergleichenden Schulgeschichte und zum Schulreform. Von HANS MORSCH. Zweite verbesserte und vermehrte Auflage, mit einem alphabetischen Sach- und Namensregister. Leipzig: Teubner, 1910. Pp. viii+486. M. 12.00.

One rarely finds in a book such a mass of well-ordered information as is found in this discussion of the position of the secondary-school teacher in Germany and Austria. Nor is the work simply a compilation of statistics and regulations, for the author interpolates criticism and suggestion so generously and so well that the significance of the facts presented is clearly seen. The book is a comparative study of the subject in Austria and the twenty-six German states, and everything of importance in connection with the work of the teacher in the higher or secondary schools receives due consideration.

The fundamental assumption underlying the whole treatment is that the secondary-school teacher has a certain fixed honorable position guaranteed by the state, and that he has certain rights and duties which he and others are bound to respect. Before he is permitted to assume this position, however, he must fulfil the conditions prescribed by the state in the form of academic and professional training for his chosen lifework. Having passed his leaving examination from the secondary school and spent at least three years in study at a university, and having passed a satisfactory physical examination, the candidate for the position of teacher in the higher schools is permitted to come up for the state examination (*Staatsexamen*). This includes a general test in the several subjects, and a more difficult examination in three allied subjects which he expects to teach. At least one thesis must be presented also. In Prussia and several other states, the successful candidate must then spend one year (*Seminarjahr*) in combined theoretical study and practical teaching in a teachers' seminar, and an additional year (*Probejahr*) in trial teaching, before he can be certificated as a teacher (*Oberlehrer*). He is usually from twenty-five to thirty years old before